

## Building a Strong Foundation for Florida's Children: Early Success in Reading & Math



**EXPECTATIONS** *Child Expectation Standards detailing the progress of skills from grade-to-grade.*



**INSTRUCTION** *Resources and Tools to help Teachers meet Children's needs (acceleration and remediation).*



**ASSESSMENT** *Tools and Training to help Teachers assess their children's progress.*



**PARENTS** *Resources and Information for Parents and Guardians to help their children succeed.*

# Early Learning Success Initiative State Board of Education April 15, 2008

# Introduction

A strong foundation in early reading and math is essential to a child's future success. To achieve this, Florida's standards, instruction and assessments in Voluntary Prekindergarten (VPK) through third grade must be structured so that:

- Instruction is developmentally appropriate
- Data on each child's progress are used by teachers to adjust instruction
- Effective interventions are in place for children not making adequate progress so that their learning can be accelerated
- Enhanced instruction is available for children who are performing above grade-level can continue to achieve and accelerate

# Objectives

The early learning success initiative was developed to help provide a strong foundation in reading and math for Florida's children in the VPK through third grade to:

- Improve rates of learning in reading and math
- Improve communication with and involvement of parents and families
- Improve training to teachers through the consolidation of multiple state initiatives
- Reduce rates of referrals and placement in special education

# Scope/Components – VPK through Third Grade

**Child Expectations Standards** - Provide teachers a tool that shows how math and reading skills progress from grade-to-grade. This will clearly define each teacher's role in building the foundation for each child's future success

**Assessment Tools** - Provide teachers with tools (screening, progress monitoring, and diagnostic) and training on how to assess each child's progress in reading and math

**Personalizing Instruction** - Provide teachers with a well defined set of strategies on how to customize their instruction to meet each child's needs (remediation and acceleration).

**Parent Involvement** - Provide parents and guardians of VPK through third grade children with information on their child's progress and with strategies to help them succeed.

# PreK-3 Mathematics

## Recommendations from the National Mathematics Advisory Panel, 2008 USDOE

### PreK-8

- Develop a focused, coherent progression of mathematics learning, with an emphasis on proficiency with key topics
- Streamline the curriculum and emphasize a well-defined set of the most critical topics (new standards from 83 to 19 topics per grade)
- Make fractions a focus! (including decimals, percents and negative fractions)...the foundation of Algebra
- Build learning progressively from grade-to-grade
- Make whole number proficiency a necessity-- the study of fractions and aspects of measurement and geometry
- Curriculum must simultaneously develop conceptual understanding, computational fluency, and problem-solving skills
- Use formative assessment regularly

# PreK-3 Mathematics Assessment Access, Articulation, and Accountability

## **Why?**

- To provide information about the progress of each student for instructional adaptation, intervention, and acceleration
  - To inform instructional plans
  - To provide feedback to students
  - To communicate student progress to parents

## **What will be measured?**

- Student proficiency of Florida's math standards: whole numbers, measurement, and geometry
- Progression of mathematics skills and conceptual understanding PreK-3
  - Where is the student in the continuum?

## **How?**

- Students should be assessed through observations, conversations, and written records

# PreK-3 Mathematics Assessment Example

## Number Sense

### Prekindergarten:

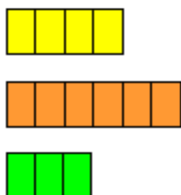
#### **A.c.1: Shows beginning understanding of number and quantity.**

- Present a set of pencils to the student. Ask the student to pick 4 pencils.

### Kindergarten:

#### **Number Sense- Big Idea-1: Represent, compare, and order whole numbers and join and separate sets.**

- Show the following green and orange trains made from connected cubes to the student and ask the student to order the trains from shorter to longer. Ask the student to explain his/her reasoning. Then provide the yellow train and ask the student where to place this train. Ask student to explain his/her placement.



# PreK-3 Mathematics Assessment Example

## Number Sense

### Grade 1:

**Number Sense- BIG IDEA 1: Develop understandings of addition and subtraction strategies for basic addition facts and related subtraction facts**

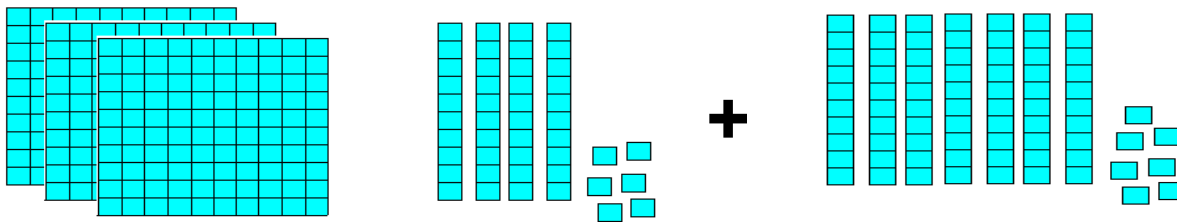
- Present the following connected cubes to the student and explain that it represents that the addition of 9 and 1 is 10. This is a one way to make 10. Ask the student to show different ways of making 10.



### Grade 2:

**Number Sense- BIG IDEA 2: Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction.**

- Ask the student to perform the following addition by using pictures, words, or numerals. Ask the student to explain each step.



# PreK-3 Mathematics Assessment Example

## Number Sense

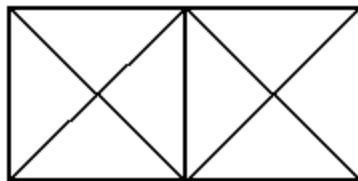
### Grade 3:

**Number Sense- BIG IDEA 1: Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts**

- Patrick is getting dressed for school. He has 4 different colored shirts; blue, red, yellow and green. He has 3 different colored shorts; blue, tan and black. How many combinations of a shirt and a pair of shorts can he make?

**BIG IDEA 2: Develop an understanding of fractions and fraction equivalence.**

- Color  $\frac{1}{2}$  of the two square tiles blue and the remaining part red. When the student is finished coloring, ask the student to explain the solution. Then ask what part is red.



# Appropriate Use of Assessment

- District guidance requests
- K-12 Reading Plan-  
Assessment/Curriculum Connection
- Identification and remediation
- Questions to ask
  - Does it yield new information?
  - Is it instructionally useful to teachers?
  - Is it appropriate?

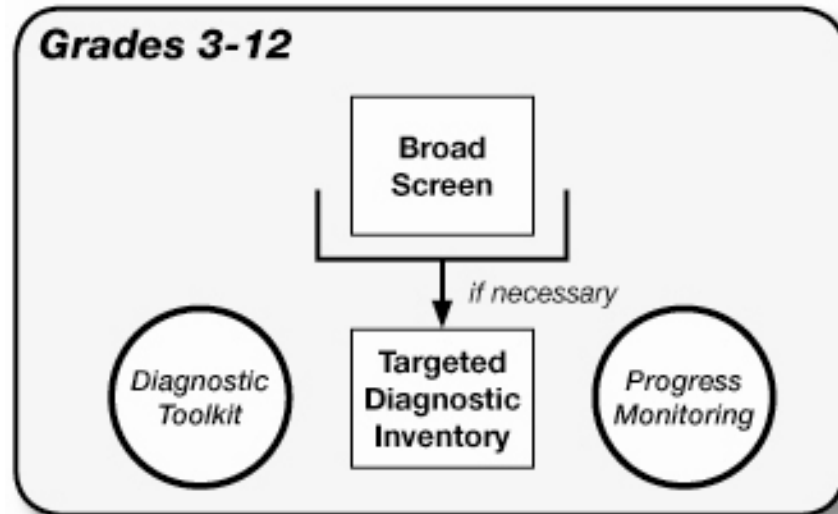
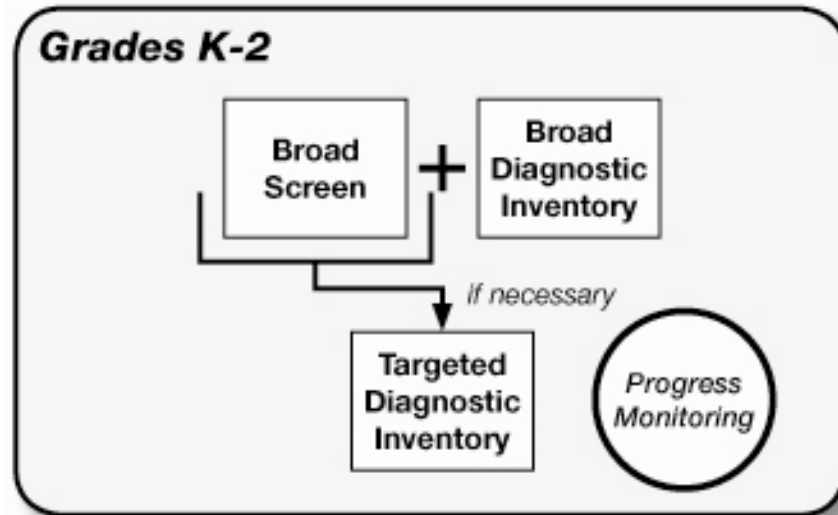
# New PreK-12 Florida Reading Assessment System

- Instructionally useful
- Computer administered in grades 3-12
- Linked to the Progress Monitoring and Reporting Network (PMRN)
- Screening, progress monitoring, and diagnostic assessments
- Empirically linked to the Florida Comprehensive Assessment Test (FCAT) or outcome measure
- Testing items (2007-08), Piloting (2008-09)
- Available free of charge to all schools in Fall 2009

# New PreK-12 Florida Reading Assessment System

- PreK: print knowledge, phonological awareness, vocabulary, math
- K-2: phonemic awareness, letter knowledge, decoding, encoding, fluency, vocabulary, listening or reading comp.
- 3-12: adaptive complex & low level reading comp., fluency, word analysis, skill assessment
- K-12: Informal reading inventories
- Lexile scores in grades 3-12 allow matching students to text and access to online libraries
- Linked to current measure for K screening
- Identifies risk of reading difficulties and reading disabilities

# New PreK-12 Florida Reading Assessment System



# Why Use New Reading Assessments?

- Improved to include assessment of 1.PreK, 2.vocabulary, & 3.comprehension
- Assesses standards in grades 4-12 and monitors progress
- Results predict end of year performance on standardized test (K-2) & FCAT
- Diagnostic inventories are linked to Florida standards and provide information for guiding instruction
- Reading comprehension & oral reading fluency passages are equated for difficulty to allow for accurate progress monitoring
- Comprehension assessed in instructional level passages

# Timelines

On-going	<ul style="list-style-type: none"><li>•Quarterly Updates to Website (Teacher &amp; Parent Resources)</li></ul>
April – August 2008	<ul style="list-style-type: none"><li>•Conduct VPK Focus Groups &amp; Convene Advisory Group</li></ul>
May 2008	<ul style="list-style-type: none"><li>•Promote Early Learning Success Website to <a href="http://earlylearningsuccess.org">earlylearningsuccess.org</a></li></ul>
2008-09 School-Year	<ul style="list-style-type: none"><li>•Implementation Study of NEW Reading Assessments</li><li>•Conduct Response to Intervention Training for VPK Instructors &amp; Directors</li><li>•Field-Test NEW VPK – Grade 3 Reading &amp; Math Assessment Items &amp; Administration</li></ul>
2009-10 School-Year	<ul style="list-style-type: none"><li>•NEW Reading Assessments Available Statewide</li><li>•Pilot NEW VPK Reading and VPK – Grade 3 Math Assessments with Reporting Functions via PMRN and Early Learning Success Website</li></ul>